JOURNAL OF EDUCATION.

A. E. WINSHIP and A. W. BELDING, EDITORS

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Published Weekly (fifty issues a year) by New England Publishing Company, 6 Beacon Street, Boston, Mass. Subscriptions, $3.00 a year. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Professional Prescriptions

While championship of a professional spirit is praiseworthy, any overprofessionalizing of education is a tragedy.

All education, public or private, is for the public good, is to make a better world tomorrow.

It is quite common for super-professionalists to plead with the spirit of propaganda for a teaching profession to match the medical profession, meaning by that the issuing of professional prescriptions intelligent only to the initiated as the prescription of a physician is intelligible only to the druggist.

Instead of promoting the profession it will do what the physician's prescription has done to the druggist. It has forced him to give over his store to soda fountain and fountain pens, to sandwiches and soaps, to writing paper and toilet paper and a multitude of things, a sort of a higher-priced Woolworth and Kresge cash and carry store.

The mission of the championship of a profession of education should be to make demonstrations so sane and convincing that the common people will think that they have a hand in making a new world through their schools.

Already the hyper-psychologist has produced a "profession" of psychologists who get high prices for promising to give psychological education that will save boys and girls with a single injection, that will make a business man out of a moron psychologically.

Whoever heard of the mayor writing hieroglyphic prescriptions for a druggist, a secret professional code?

"Safety first" should be the schoolmaster's professional slogan.

Long Range University Usefulness

Discrimination in the choice of a university and of the courses to take in a university is more and more imperative.

Long range university usefulness is only for those who are willing to devote several years of intensive study along some line that can never be expected to make any return for some years after graduation.

Such students should have abundant means to provide support during the many years of preparation and the years before they find opportunity to utilize their learning.

If one has demonstrated early in his student life that he has superior genius he can find some one who is ready to finance him for the prepa-

ration, and while demonstrating ability to fit into the desired position. If one has not adequate family support and does not impress any one who has abundant means it is fairly safe to conclude that it is not worth while to specialize on a long range university course.

It is little short of a crime to allow parents or a wife to make desperate sacrifices to indulge a young man's ambition for extended scholastic opportunities.

Colleges and universities and courses in other colleges and universities that cannot wisely encourage students to take long range courses should feel morally bound to provide an education that a student can use profitably upon graduation.

Every year we know of heart-rending instances of mothers who have made great sacrifices for four years that their sons might stay in college only to find that after graduation they must continue to sacrifice for the support of the son because there is nothing by which he is prepared to earn his own living.

The story is published by Columbia University each year telling that more than 3,000 students earn a substantial part of the cost of their education while in the University, always equipping themselves thereby for earning a living upon graduation until they can fit into their life work.

Higher education is for use, and it is an important part of a university's business to see to it that its education is useful to its graduates.

"Know Your Schools"

Superintendent E. C. Broome, of Philadelphia, who is one hundred per cent. wise and energetic in achievement in the leadership of the public as well as of the teaching force, keeps the public informed as to what is being done and what should be done, issues a brilliant appeal to the people in "Know Your Schools," which is as interesting as it is illuminating.

Texas Technological College

There has been widespread interest in the new Southwestern Texas College at Lubbock, P. W. Horn, president, which is now in action. It opened the first year with nine hundred and ten students of college grade. We think this is the American record opening of any institution with college grade students.

Only freshman and sophomore classes are functioning the first year, but there will be junior and senior classes next year. We think this state college has the widest area to draw from in Texas, New Mexico, and Oklahoma of any state institution of its class in the country. The institution already has more than two thousand on the campus with more than one million five hundred thousand dollars' worth of buildings functioning. Majestic Texas is sure to make its college of Southwest Texas an institution with an enrollment of thousands of students.

Dr. Solomon Bulkley Griffin

The death of Dr. Griffin, for forty years the managing editor of the Springfield Republican, removes one of the really eminent editors of New England of the last half-century. He began his editorial career in the day of Greeley, Dana, Bennett and Pulitzer, with his apprenticeship with Samuel Bowles, who made the Springfield Republican the national authority on proof reading.

Most fortunately it was my privilege to know Dr. Griffin for the past thirty years, and it has been my privilege to know most of New England's eminent editors of the past half century, and none was a greater personal inspiration.

Since his retirement from the editorship of the Springfield Republican he has written two interesting books that are a notable contribution to biographical, literary and political literature. "People and Politics: Observed by a Massachusetts Editor" is already off the press, and "M. Murray Crane: A Man and Brother, with an Introduction by President Coolidge," will be published by Little, Brown and Company. These books are indispensable to any one who aspires to know public affairs of the last half century.

Brooks Fletcher in Congress

Brooks Fletcher in his first service in Congress wins a place on the Committee on Education and on the Committee on Expenditures in Department of the Interior. This is unusual but perfectly natural as he is probably better known to the school men of the country than any other Congressman, as he has had extended service on the lecture platform and has always magnified education. He has been in the habit of speaking to high schools gratis wherever he has lectured. He will put education above party politics on all occasions. He is an indomitable worker and will be invaluable on both of these educational committees.

The Buckton Article

We are using in this issue an interesting article on the Foreign Language Survey. We give only the general statement and conclusions, though the details would be interesting, but we think it will be read by more of our readers and will have a larger influence if we use only so much as we use. The conclusions are the significant feature of the article as a whole.

Everyone will be interested in these conclusions, while only foreign language teachers would be likely to read the extended details from which the conclusions are drawn.

Thanksgiving Week-End

By A. E. WINSHIP

In all the years of delightful holiday outings that at Mussel Rock Beach in "Hustle-Right-In" Cottage on the Thanksgiving week-end this year overtops them all, because the Pacific surf rolled highest, roared loudest, and echoed from the nearby Coast Range mountains the longest.

It was all so unexpected. The holiday lull in the closing hours of the most strenuous of all professional years found me with a planless week-end, when a lover of Los Angeles, whose boyhood days were spent next door to us in the lengthening shadows of Bunker Hill monument, rang up to say: "Be ready in two hours for the best picnic on record." We asked no questions, for we had had record-breaking lengthened picnics with Will and Molly more than once.

After near one hundred miles along the coast on the famous boulevard from Mexico to Canada we detoured into the beach sands at Mussel Rock Beach in the Santa Barbara region, where we rested for several wonderful days.

There may be companion pieces to "Hustle-Right-In" beach home, but we have never known one. The foam-crested waves roll up to the very foundations twice a day, and then creep back again, leaving a fine hard sand beach on which pelicans by the score tip-toe back and forth proudly while monster seals enjoy the admiration of cottagers.

Keen as was the tonic of the sea air, the real joy of the life by the sea was by the big driftwood fire in the great living room, thirty feet long and half as many feet wide, so abundantly furnished that each of the company, twelve of us, could lounge in luxurious comfort.

Each evening was an event never-to-be-forgotten. Two of the party had recently spent four months in India on a two-year tour round the world, and their experiences were such as the books do not recount. A dentist of international fame had spent several years in non-tourist cities of the interior of Mexico, to which he had gone from East to West Coast and back again, fixing the teeth of natives whose teeth had never had the care needed, and who cared not for the cost. His graphic word pictures of real Mexican life in the second decade of the twentieth century would syndicate more realistically than Frank G. Carpenter at his best.

Those were great days and evenings, when we inhaled salt sea air by the kilolitre, fed the resultant appetite by the kilogram, and speeled yarns by the kilometre.

For spice and seasoning there were a bride and bridegroom, providing beauty and style.

But the real high spot was the artistic song and dance of little Helen, of seven, who has caught the genius and mastery of the Hollywood atmosphere under the guidance of the magic charm of the wife of the dentist, who also spent several years with him in Mexico, when he graduated from the highly profitable itinerant dentistry and accepted the aristocratic professional life of the City of Mexico.

Back of it all, above it all, was the seashore concrete cottage, with running water and unmetered gas, with indoor toilets and shower baths, with a spring bed and full-sized mattress for each, so that all the comforts of home, all the feasting of the Thanksgiving season lent a halo to the health-giving sea breeze, and the socio-literary inspirations of matchless comradeship.

All this was ours by invitation to all by a hostess who has a beautiful home in the ravine at the foot of Mount Lowe, and has this wonderful "Hustle-Right-In" cottage, in which to rest when the spirit moves, and for the rest and joy of her friends when occasion invites such picnics as are never quite complete unless there be the real comforts of home when inspirations lag.

A Christmas Wish

By Charles L. Goodell

I could not wish thee better than to pray
That there may come to thee this Christmas Day
A vision of the star that sent men on
With trailing light to where a new light shone.

The night is dark—let thy illumined face
Bring light and cheer to bless thy day and race.
Pass on the angel song of hope and peace
Till self be shamed and bitter hatred cease.

God rest thee, faithful heart, this Christmas tide!
May Christ himself by faith with thee abide,
And lead thee through the New Year's swinging gate
To high emprise—the master of thy fate.

—Exchange.

Classroom Teachers in Action

By A. E. WINSHIP

We are not writing "Classroom Teachers in Action" in the spirit of "I know it all." We fully realize that it is idealistic, but the new educational America will be idealistic. We are simply writing what seems to us the logical, inevitable responsibility of classroom teachers.

One thing must be kept clearly in mind, that we assume that the teacher will have an adequate salary, professionally satisfactory tenure, dependable pension, and expectation of a retirement home before the ideal expectations can be realized. These conditions assumed, the classroom teacher must "live and move and have her being" for the boys and girls in her care.

Such service must supplant all personal considerations of the teacher. There will be no teacher-problems, merely pupil-problems. There will be no problems of the teacher's rights, but of the children's needs. There will be no problem as between teachers of special rooms, of teachers of special subjects, of length of service, of credit marks. No problem between the classroom teachers and the principal, supervisors, or superintendent. The only problem is one of absolute devotion to the boys and girls and their needs.

It will not be the rank of the pupil in speeding on in any one subject attainment. It will not be a question of promotion, of toeing the mark where the teacher wants him to toe it, as she wants him to toe it, when she wants him to toe it.

The classroom teacher will be the spark plug to ignite the intellectual activity of the individual child. Neither the intelligence quotient nor the curriculum can relieve the teacher of responsibility for setting each child's intellectual motor a-working.

The classroom teacher is responsible for each child's reaction to learn something that the occasion demands or makes important when emergencies arise in life.

A spark plug will accomplish nothing with gasoline, or with air alone. When gasoline and air are pent up in a cylinder and pressed together so close that each is uncomfortable, nothing will bring action between them except the electrode at the tip of the spark plug, but when that is in action there is immediate result and the piston rod shoots and rebounds and the motor is in action.

The curriculum and subject matter mean little to the child who gets 100 per cent. perfect every month, if it results from mere memory or from mere drill. It is simply a question of how it will react when it mixes with common affairs out of school.

The traditional trick of marking a child of more than ten years of age on what he knows of what the teacher and the curriculum would have him learn has slight significance in this age of the world.

A spark plug can pass a perfect examination in size, shape and fitting in place, but the machine will stall on a desert or on a mountain unless the electrode at the tip of the spark plug will give the electric thrill that explodes the gasoline and air.

So a teacher may have the best "subject method" in the pedagogical world, may have the most elaborate psychological scheme, and the child's mind may be stalled anywhere at any time out in life unless the teacher has set the intellectual motor a-throbbing permanently.

That is why the teacher draws an adequate salary; that is why she is assured a professionally satisfactory tenure; that is why she is promised a dependable pension; that is why she may expect a retirement home when she leaves the classroom.

The children are entitled to a teacher who has perfect health, a buoyant physical condition, a cheerful disposition, an attractive personality, unyielding patience and infinite sympathy.

The teacher's habit of thought, her social relations, her temper and temperament, her voice and manners must all contribute to intensify her influence upon all of the pupils' thinking and learning to learn.

It takes the least possible imperfection to put a spark plug out of commission, and it takes very little grouch or irritability to make the teacher's electrode fail to electrify the intellect of a boy or girl in school.

Just as it is the duty of the Board of Education, the superintendent, the supervisors, and the principal to make almost superhuman effort to secure for classroom teachers adequate salaries, professionally satisfactory tenure, dependable pensions and a prospective retirement home, it is equally important that all of these forces and factors have almost superhuman wisdom in securing for every child classroom personality and conditions that inspire them to want to learn how to learn so that their full mental powers will function on all occasions, under all circumstances, everywhere, every time. None or all of these functioning can succeed in securing for the children the classroom influence they need, but classroom teachers can accomplish this when their associations and affiliations make this achievement of first importance.

Miraculous Los Angeles

By A. E. WINSHIP

America is a miracle historically and geographically, politically and industrially. It is a miracle "complex," with no local miracle comparable to that of Los Angeles.

Florida, just now, is rivaling Southern Michigan and Southern California in its cloudburst of fame and fortune without creating the faintest trace of envy in industrial Michigan or miraculous Los Angeles. The wonder is that climatic Florida did not cash in on her advantages long ago, for her attractions are within twenty-four hours in Pullman luxury of three-fourths of the population of the United States, while Los Angeles is not within forty-eight hours of one-fourth of the population.

Quantitatively and qualitatively Los Angeles was an unknown American factor half-a-century ago, while Florida echoed the salutation of Columbus about four and a half centuries ago, but miraculously Los Angeles County has a larger population today than has the State of Florida, and though at the farthest possible remove from the markets of the Mid West and the Far East, of England and Europe, Los Angeles County has a larger income from its varied products of the soil than any other county in America, and will always lead them all.

The wonder is that her climate—attractive every day of every year—is merely an incident, for Los Angeles County has more beautiful scenic highways than are on all New England's mountains and hills, Green and White. Nowhere in the East do the mountains overlook the sea as in Los Angeles County.

No seaport on the Atlantic Coast is better equipped for safety of ships and ease in freighting than is the Los Angeles harbor, and none was created so artificially or so quickly.

No railroad terminal on the Eastern coast sends so many de luxe Pullman trains plunging along so many thousands of miles as do the solid Los Angeles railroads with trains that go to the twin cities via Kansas City, to Chicago by way of Salt Lake City, of Albuquerque, of El Paso; to New York via St. Louis, to Memphis, to New Orleans, to Pittsburgh and to Washington.

Much as nature has done for Los Angeles by sea and land, by soil and climate, man has done more and has done it in more ways.

There is no more intellectual fundamentalism in Los Angeles than there is from Bangor to Baltimore; while in a Los Angeles county college science has won a more fabulous Nobel prize than has ever been won from Harvard to Johns Hopkins.

Los Angeles County has the best elementary schools of any city beyond the Rockies, and also the best secondary schools. More wonderful public school buildings have been erected in Los Angeles County in the last eight years than in all New England. If we eliminate the famous gifts of J. B. Duke, in life and death, the percentage of increase in the financial evolution of equipment for higher education by local gifts and appropriation exceeds that of any other county in the same length of time anywhere in the Old World or the New.

"The College in the Field"

F. D. BOYNTON, Superintendent, Ithaca, N. Y.

There are two colleges—the one on the campus, and the one in the field. There is probably not a single college on the campus that is ten years old or older but that has in its alumni body more Phi Beta Kappas, more Ph.D's than it has in the faculty. And it is to be remembered that these did not stop thinking when they laid aside their caps and gowns on commencement day.

The great body of alumni constitutes the faculty of the College in the Field. Its laboratories are the great laboratories of industry, the opportunities afforded by general business and the professions, by the study of the rising generation through a hundred thousand positions in public education, all of which has offered opportunity for ascertaining the needs of the times such as does not come to members of the faculty on the campus of necessity more removed from the pulsating heart of democracy and still attached to its traditions.

And it is to be remembered that this College in the Field dearly loves the College on the Campus as grown-up sons and daughters love the old home which sent them forth; and that any criticisms or suggestions from the field are made with the kindliest of feeling toward the College on the Campus which it supports morally and financially for the general welfare.

Education for Peace

By KATHERINE D. BLAKE

I wonder how many of you remember the thrill that was ours seven years ago when peace flashed over the wires to the listening world. Man has been called a fighting animal, but the rejoicings that always come when peace is declared, show that there is something higher in the hearts of men than love of combat. Is it not then the duty of our schools to teach toward world co-operation rather than toward war? Is it not time to glorify our heroes of peace rather than great generals?

The Locarno compact has been spoken of by editors everywhere as the greatest diplomatic event in the life of any one now living and hailed as opening the road to permanent peace. A distinguished European said of it the other day that it means to Europeans that they can look at their children and know that war is not going to kill them. Since that great compact of understanding was drawn up, M. de Monzie, French Minister of Education, and M. Brunot, dean of the University of Sorbonne, have visited Berlin to bring about a cultural pact between Germany and France. They said while in Berlin: "The French school books that teach hatred of Germany are old books, and the present government works for their complete revision. Education in France will be reformed that the spirit of hatred will be abolished."

If France and Germany, who have been at war or on the edge of war for more than a century, can so reform education that the spirit of hatred will be abolished, how much more should we Americans, living in the most favored land in the world, with unexampled prosperity, reform our school books and our education so that the spirit of hatred may be abolished.

On his return from Locarno at the great banquet at the Guildhall, the British Foreign Minister, Austin Chamberlain, drank from the huge silver loving cup and then, with a charming gesture of friendship, handed it to the German Ambassador, who took it amid cheers of all present. Friendship between France and Germany—Friendship between England and Germany—shall we who have suffered so little in comparison still harbor resentment?

In the old days brawls were common between gentlemen, fights with fists, swords, or pistols were frequent. Cities were walled about to prevent the attacks of other cities. Bit by bit we have traveled on the road from fights, torture and savagery toward civilization and peace. One by one we have outlawed war between cities; we have outlawed war between individuals, in other words duels—and in this country we have outlawed war between states. Why not then outlaw war between nations?

Napoleon, the greatest general and conqueror of modern times, said: "War is the trade of barbarians."

Are we barbarians that we should still teach war, or shall we show ourselves civilized and in our history teach the progress of humanity from the days when might made right, and war settled all disputes, toward the hoped-for day when justice tempered with mercy shall rule everywhere.

Let us tell you the old story written by Petrarch, the greatest Italian poet of the fourteenth century, when the cities of Florence and Pisa declared war on each other.

"A fool in Florence, seeing troops going from the city, asked why all those movements. 'Don't you know,' he was answered, 'that war has been declared on Pisa?'

"'But,' said the fool, 'will not this war be terminated by peace?'

"'How can you talk of peace, O fool, since the war is now beginning?'

"'None the less,' said the fool, 'peace must return some day.'

"'Well, no war is eternal; there will be peace some day, but now 'tis war.'

"'Since we needs come to that,' said the fool, 'why would you not make peace just now, before beginning the war?'"

Let us all thereafter ask the fool's question. If statesmen and lawyers must settle the dispute at the end by talking it over, why may we not insist that the statesmen and lawyers settle it at the beginning without allowing their passions to rise so high that only battle and murder and blood will cool their intemperance.

A year ago, President Coolidge, in addressing the American Legion, said:—

"The duty and the interest of America alike demand exertion in the cause of peace no less courageous than valor in time of war." During the war it was customary to link cowardice with the word peace. It has taken the wisdom of our President to link courage with peace.

This year the National Commander of the American Legion said: "This is Armistice Day. It is also peace day, the day when we who came out of that conflict unscathed should give an accounting of our efforts to keep faith with the dead and bring into reality the ideal for which they died—world peace."

Mothers and teachers the world over, let us never forget the slogans that took our boys into war. It was to be "The war to make the world safe for Democracy"—"The war to end war."

Let us join hands to change the old histories now in use in the schools so that the spirit of hate may be abolished. Let the names of Alexander, Julius Caesar, Attila, Genghis

Kahn, Napoleon, Wellington, and all the other famous generals sink into oblivion, while we tell of Socrates, Archimedes, Michael Angelo, Gutenberg and Caxton, Watt, Stevenson, Whitney, Fulton, McCormick, Howe, Bell and Langley, who laid the foundation of our present-day civilization.

Mothers, fathers, teachers, rise to the emergency of this hour, and demand the changes that are needed in our courses of study. When you do the days of warfare will indeed be ended.

I will close my talk by saying to you part of Denis A. McCarthy's beautiful poem:—

The Land Where Hate Shall Die

This is the land where hate shall die—
No feuds of faith, no spleen of race,
No darkly brooding fear should try
Beneath our flag to find a place.

This is the land where hate should die—
Though dear to me my faith and shrine,
I serve my country best when I
Respect the creeds that are not mine.

This is the land where hate should die—
This is the land where strife should cease,
Where foul, suspicious fear should fly
Before the light of love and peace.

Let us purge from poisoned thought
That service to the state we give,
And so be worthy as we ought
Of this great land in which we live.

Foreign Languages and the "Ph. D."

By L. V. BUCKTON
Ames, Iowa

Should graduate colleges demand a reading knowledge of two foreign languages for general matriculation for the Doctor's degree? Are they justified in requiring any foreign language? To what extent do persons with the Doctor's degree use foreign language in their daily work? In what fields of knowledge is a reading knowledge of foreign languages of value?

In order to throw some light on the above questions, a study was undertaken by the writer in December, 1924. The basis of this study was a survey which included men and women who hold the Doctor's degree and who are engaged in active service at the present time. The persons chosen were outstanding men and women in their respective fields, being in a majority of cases, heads of departments. The survey blanks were mailed to 310 men and women in thirty-five of the leading universities and colleges in the United States. Of this number 239 or 77.1 per cent. returned the blanks completely filled out. The distribution of those persons returning blanks is shown below:—

	Number returned
University of Arkansas	5
University of Arizona	1
Boston University	2
Columbia University	18
The University of Chicago	6
University of California, Southern Branch	1
University of California, Berkeley	2
University of Chattanooga	1
University of Florida	2
Harvard University	3
Indiana University	7
University of Illinois	10
State University of Iowa	8
Leland Stanford University	4
Louisiana State University and Agricultural and Mechanical College	3
University of Maryland	6
Montana State University	7
University of Missouri	14
University of Minnesota	24
University of Michigan	11
University of Nebraska	17
University of North Carolina	13
New York University	2
Ohio University	27
University of Pennsylvania	16
Pennsylvania State College	5
University of Pittsburgh	1
Reed College	1
University of Texas	5
University of Tennessee	5
University of Wisconsin	11
Yale University	3

The following survey blank was used:—

1. Name .....
2. Present position .....
3. Foreign Languages which you studied and college credit hours in each .....
4. Field in which your major work was taken.....
5. Have you read articles in foreign language within the past thirty days (Yes or No).....
6. If your answer to No. 5 is "Yes" will you kindly list the readings which you have made within the past thirty days as follows:—

Name of Book or Magazine.	Language in which read.	Total Number of pages read.

A thirty-day limit was used since all readings made could be remembered for this length of time while many would be forgotten in a longer period. Through the courtesy of the Modern Language Department of Iowa State College, these readings were listed in the original languages and sent to the Congressional Library, the University libraries of Harvard, Yale, and Chicago. These libraries looked

over the list and returned a record of the books that were translated into English. They indicated, however, that it would be impossible to list translations of magazine articles, or extracts made by magazines or the United States Bureau of Education. This was an essential part of the study as it was not only necessary to know the readings made in foreign languages but also how many of them were translated and available in English at the time the readings were made.

It appears that in science there is a need for foreign language, as most of the men use it and only a small percentage of the readings have been translated. In chemistry, physics, history, political science and zoology, German is used much more than any other language, with French second, and Italian used only occasionally. From the comments of men in these fields of college work, it would seem that it is difficult to carry on any kind of research work without a reading knowledge of German or French, with a few indicating Italian. Many said that before starting any piece of investigation they go over the material in the field that has been covered by foreign investigators and written up in foreign language or refer to this material as they proceed with their investigation. Even in sciences, however, there seems to be some doubt as to the value of foreign language as may be seen in the comments. Only three indicated any need for Spanish, and five indicated use of Latin or Greek in a study of other languages or in looking up scientific terms. One man made readings in Latin that were not available in English.

There seems to be no relation between the number of hours of foreign language taken in college and the extent to which it is used. For example, the total number of hours of foreign language taken by the 115 men and women who reported the amount of language taken in college in credit hours, was 4,309 hours with the average hours per person 37.47 hours. The average number of hours taken by the 71 who reported no reading was 37.67 hours of language. In the case of education, the people who used it averaged 33.29 hours of language and the people who did not use it averaged 39.86 hours of foreign language.

In the field of education, however, the results were very different from those found in the sciences. It would seem that the requirement of a reading knowledge of foreign language for the Ph.D. in Education should at least be optional and perhaps entirely abolished.

Only five of the seventy-two men and women reporting expressed any real need for foreign language and the remaining six who made readings used it for recreation, glanced over titles of books or as two men indicated, looked up material for required examination in German for graduate students. Of the readings made by those in education, 33 1-3 per cent. were non-professional and of the remainder 45.44 per cent. were available in English at the time they were read. This means that 36.37 per cent. of the readings made were for professional improvement and not available in English.

It would seem from the comments that there was very little use for foreign language in educational work. European investigators are not leading those of the United States in education, as is the case in the sciences to a large extent, and when they do make an important contribution it is immediately translated in the various educational magazines or extracts made of it by the Bureau of Education, which is constantly on the lookout for all new developments in education all over the world. Since magazine translations or extracts made of these articles could not be checked it makes the data even more significant as many more may have been available that were not included in the percentage of readings that had been translated.

In view of the data given and the comments of these seventy-two educators, who represent the leading men and women in the field of education in the United States, it would seem that language requirement for the Ph.D. in Education is open to serious question. Since our Teachers Colleges are turning out men and women largely for public school work, where there is much less need for language than in college work, and since only a very few of the men and women engaged in research work in education need foreign language to carry on their work, it would seem that the attainment of a reading knowledge of foreign language for the Ph.D. in Education should be at least optional and in most cases the language requirement should be waived.

That's Christmas

Mistletoe and tinselled stars, evergreen and holly,
Children waking up at dawn and everybody jolly—
Turkeys roasting in the stove, playthings everywhere,
Home-folks feeling glad and gay and not one sign of care!
That's Christmas!

Tissue-paper on the rugs, ribbons on the floor,
Presents scattered all about and not one inch for more;
Everybody clamoring, "Can't we light the tree?"
Gladdest time of all the year—a better couldn't be!
That's Christmas!

—Western Journal of Education.

Leisure Time of Junior High Pupils

By JASPER T. PALMER
Mount Vernon, New York

Aristotle said some two thousand years ago to the effect that the right use of leisure was the chief end in education, yet how much have we done in the public schools to realize this?

Philanthropists and social workers have recognized this need in the last fifteen or twenty years, and social and civic authorities have begun to respond in making provisions for meeting recreational needs. The schools seem to have done very little in avocational guidance. Much has been done in so-called vocational or pre-vocational guidance, and possibly too ambitious a program has been attempted here in the early stages of the Junior High School age. Much has been, and is being done, in what might be called educational and social guidance, which to the mind of the writer is one of the most important functions of the Junior High School. And in comparatively recent years a definite place is being given to moral training and character development or guidance. The lack of proper home influences and training has probably forced this upon the schools, but it can well become a part of the Junior High School guidance work. All this contributes more or less to life guidance, but little attention has been given to preparation for the best use of leisure time. The Club idea which is quite universally adopted in the Junior High Schools has as one of its objectives the recognition of avocational interests.

In the International Labor Review it was stated that in the United States the forty-four-hour week is now nearly general, both in the building and printing trades, and there is a marked tendency everywhere toward its adoption in all organized trades. Assuming that the average man spends fifty-six hours a week in sleep, and forty-four hours at work, he will still have left sixty-eight hours of the one hundred and sixty-eight hours from which Arnold Bennett says in "How to Live on Twenty-four Hours a Day," to "spin health, pleasure, money, content, respect and the evolution of an immortal soul." Such statistics and the records of crime have been largely responsible for prompting the recreational activities of the times. In the case of the boys and girls in the modern city life, if we consider the few hours they are in school, and, yes, unfortunately the few hours many are in bed, we must be alarmed to think of the hours in which a big majority of the adolescent boys and girls are shifting for themselves: and at the most impressionable and critical years of their lives. This is the age that the gang instinct is developing and the time when boys like to gather in groups and tell smutty stories, and to indulge in questionable games of chance. It moves the thought and attention of the teachers, preachers, and social workers to contemplated action of some kind.

Many boys and girls are yearning for suggestions and directions for the best use of their leisure time. Schools and home have done a great deal through the stimulation of reading habits, and the love of music; and most of this is done with an unconscious effort in directing good use of leisure time. I believe more can be done in the art, music and literature work of the schools to point out, not only the cultural values, but the need of wholesome occupation of the mind in odd moments. I believe schools could do more in a conscious way to impress upon the students that where there is good, little of the bad will creep in, and where minds are cheerful and active and are really happy in living, there will be little time for morbid thoughts and rusty minds.

I was much interested in talking with the boys and girls in my school to find what interested them most outside of school—what took their attention after school, evenings, Saturdays, etc. I was interested in the part played by churches, Boy Scouts, and Girl Scouts in providing outside interests. I found many interested in reading, and several enjoyed real literature (to the credit of its present emphasis and attitude in our schools, I believe). I found many interested in music in various forms; several are taking lessons on musical instruments. I found some so eager to take music lessons who could not afford it or parents were not interested. I found now and then one who found pleasure in listening to good music. I believe we can do still more in training our boys and girls to be "consumers" of good music and to find real joy in concert singing, and possibly giving less emphasis to being "star" producers of music, except in exceptionally talented cases, which, of course, should always be sought out and encouraged. "Music as an Avocation" in the University of Pennsylvania Bulletin, Volume xxiii., No. 38, by Dr. Hollis Dann, eminent musically and at one time State Director of Music in Pennsylvania, has a splendid viewpoint on the avocational aspects of music. I was particularly pleased with the types of pleasures and entertainments divulged. They were of a higher order than one might expect—from certain classes anyway. I was interested in the comments on movies. Very few manifest a special interest as I expected. Those who are much interested in social betterment have little influence over the theatres and movie houses. They are wholly guided by so-called "public sentiment," but I believe it is possible to have the right kind of "public sentiment," with the right beginnings in the home, the school, and the church.

After all, it is not the "entertainment" part

of leisure hours we are so much interested in, but the more active things that call into play one's mental and physical activities in response to an inherent desire to do "for fun" as referred to by the boys—a hobby that may be nurtured to serve real recreational purposes. Every successful man has a hobby. Arman J. Gerson once said: "If I had my life to live over again, I should definitely cultivate some talent or hobby as a preparation for the pleasant and wholesome occupation of leisure. I do not know whether it would be music, pictures, or some form of sport, but it would serve the important purpose of furnishing needed relief and change from the occupations that fill one's working hours. However interesting one's daily work may be, it requires the relief of sensible relaxation. A man should be trained to play as hard as he works and training to this end should be begun in youth." We may as well recognize its place, and help our boys and girls in their ambitions along these lines, it seems to me.

Let me list a few of the things I found my boys and girls doing in their spare moments: Musical instruments of all kinds lead the list. Either playing or watching others play athletic sports of various kinds comes next; and, by the way, our present-day physical training progams are making it possible for all boys to actually participate in physical or athletic games as never before. Reading of different kinds was mentioned many times. I was glad to find some girls still finding solace and pleasure in dolls. This has a place in a girl's life that I have not space here to discuss. A few girls found real pleasure, and apparently recreation, in some of the household chores. Unfortunately the city boys are not having the opportunity that was ours on the farm. While the occupation and exercise was good for us I doubt if many of us would classify the ordeals under avocation or recreation. Other outside activities given by the boys and girls were: Care of pets, clubs (varying types and auspices), Y. M. C. A. and Y. M. H. A. activities, radio interest, dancing, sketching, scrap books, stamp collections, fancy work of different kinds among some few girls, making mechanical instruments, experimenting with electricity, etc. Making things to give away to make others happy (a most admirable motive), was mentioned several times, and many other special features were mentioned too numerous to list.

Now then, shall the work of school people be incidental and accidental in the matter of the right use of leisure, or shall we give this a more definite place along with our book work, physical training and character building? We must admit that all crime breeds in leisure moments. Most of the trouble in school comes from idleness. Schools are making splendid contributions, whatever their program, during school hours; the church and synagogue are doing their part for those who enter their walls; and some homes are reflecting their influence. To whom shall society look for guidance and protection when without the immediate grasp of these three institutions, the three agencies contributing most to stabilizing American life? Nine out of ten readers of this article will answer: "The home." Yes, but if homes do not, cannot or will not take a leading part in the field shall the school do even more in the way of character building, including moral, social, and recreational guidance? Education is not complete when it does not impel in our growing generation the desire and will for self-control and a well balanced plan of living. C. O. Davis in his recent book, "The Junior High School," well says: "It is not enough that man make a living. Leisure hours well spent make for complete living. When the time comes that every man is equipped with a worth-while hobby there will be less discontent and crime in the world. Real characters are revealed by the method in which one spends his leisure hours." As I am writing this article I read with interest Dr. Nicholas Murray Butler's report to the trustees of Columbia University where he lays the trend of lawlessness and crime to our improper educational systems. While we may not all agree with him in all he says, it is "food for thought," at least.

I have been much interested in character building with the adolescent boys and girls for some time, and I am becoming more and more conscious of the need of more attention and greater interest in the children's use of leisure time. I have been pleased to find so many schools giving recognition to character traits in their ratings. This feature is fast finding its place. I believe this will eventually, and soon, lead to the broader phases of citizenship by including the social and avocational aspects. Organizations of men and women throughout the country are seeing these needs as shown by societies being formed with some of these objectives in view. The Character Education Institution of the United States, with headquarters at Washington, D.C., is an outstanding example of concerted effort to establish regular means of character building and a leading institution in this field. A little magazine published at the instance of the School Committee of Boston, edited by Joseph B. Egan of Harvard School, that city, entitled "Citizenship Through Character Development," is a most interesting publication. Many books and articles may now be found dealing with character building, morals, and the like, and with sociological and psychological aspects of human development; but, as yet, there are comparatively few bearing more directly on avocational features of the educational world.

Education Is to Build Civilization

By CLARENCE COOK LITTLE
President, University of Michigan

The ultimate object of a higher education is not to train youth merely to utilize successfully the existing conditions of life. It is to train it to attempt to build the future of our civilization.

No leadership and no progress for humanity can come from a people or an institution content to expend all their energies in utilizing the existing physical, mental and moral conditions of their surroundings.

Michigan is not one of those states remaining in the cradle playing with its industrial toes.

The first matter of import nce is the humanizing of our higher education.

A freshman enters college like a rowboat thrown blindly from a wharf. He is swamped by the confusion of environment. Entering freshmen should spend a week at the university in advance of the opening of school and become used to their surroundings.

I wish that in every university there might be a great hall with many panels and on each panel the date that each student acquires the spirit of research. On each of those dates a scholar is born.

Every student should be obliged to submit to the university authorities a plan for his summer activities. Every male college student not obliged to use all of his summers for earning money to defray his expenses should devote time to work without pay for some charitable or benevolent organization.

One real need for the college boy or girl is intimate contact with men and women from thirty to sixty years of age—men and women who are spiritually young.

It is logical and I believe imperative to insist that some other locality than our schools, colleges and universities be selected as the battleground of social and sex adjustment. Overemphasis of automobiling, use of liquor and petting among students must be stopped because the university is not the place to investigate or decide these matters.

Much of the criticism against university athletics may be traced to jealousy. For some nineteen-year-old youngster, blessed with a powerful physique, a clear eye, speed and courage, to receive public recognition far surpassing that given to the discovery of fossil eggs is, to certain minds, anathema.

Attendance at athletic contests is not a waste of time. Youth might be doing infinitely worse things than watching open-mouthed and open-hearted the fortunes and misfortunes of its college teams.

Our present-day civilization has in it no more elements of permanency than had all those that have gone before.

One great change must come over all of us if our work and our descendants are to survive. The emphasis of our civilization and our criterion of success must be shifted from materially comfortable middle age to clean, fearless, idealistic and spiritual youth.

The uncontrolled and unintelligent addition of more people to a surfeited world by the production of undesired and neglected children is, in my opinion, quite as great a sin as murder of these children by slow means.

Let us blend our personal desires in a common task, and let us imagine three great qualities applied to three great purposes; three great attributes of Christ which we pledge ourselves to bring to three great potential agents for the service of humanity. Faith, Hope and Love to Michigan, to our country, and to youth.

Christmas Day

Superintendent John J. Lynch
Holyoke, Mass.

Christmas Day has come again,
See the throngs of many children
Gathering to sing their Christmas carols,
And praise Him who rules on high.
With Christ-like love and sweetness,
They pour forth their joyous song;
Upward and onward it floats along
Until, at last, it reaches the Heavenly throne;
Then re-echoes from Heaven to Earth;
"Glory to God in the Highest!"

Now, from the choir of the Christ Child,
Far beyond the star-lit skies,
Comes the melodious refrain:
"And Peace on Earth to Men of Goodwill!"
Again, we hear the music of the Children of Earth,
Again, the refrain of the heavenly voices;
Let us rejoice, also! Join the harmony of song!
Heaven and Earth proclaiming in unison:
"Christ is our King!"

Personal and Professional

RANDALL J. CONDON, superintendent, Cincinnati, has had an experience such as no other superintendent of a large city, or any other city, has ever had. After several years' service as superintendent of Cincinnati he secured a leave of absence to go to Boston as editor of the Atlantic Monthly Press, and after fifteen months of very strenuous editorial service returns to his superintendency with the heartiest kind of a welcome on his return. For a man to stay in the superintendency of a large city during the past fifteen hectic political years was in itself a notable achievement, to be away from it during the past fifteen months was an event in itself, and to be ardently welcomed upon his return by office associates, by all teachers, by the public, civic and professional, was really unprecedented. It all goes to demonstrate that Dr. Condon is an exceptional professional personality.

CHARLES A. HARRIS, superintendent, Southboro, Mass., issues as bright a "Bulletin" for his teachers in Southboro, Northboro, and Berlin as we have seen. Here are sample sentences: "What are we aiming at? Are we hitting the bull's-eye? Are we even hitting the target? . . . Don't be satisfied with what is—look for something better. The man who keeps both feet on the ground is a scuffer."

EDWARD W. STITT, Ph.D., LL.D., assistant superintendent of schools, New York City, takes high rank as an educational leader in the publication of "Memory Selections, Their Value and Importance; Improvements Recommended." We can recall nothing along this line that compares with it in value for the promotion of a love for literature.

"Memory Selections" presents questionnaire results that are both interesting and important. For instance, of 28 city superintendents, 123 principals and 990 classroom teachers 85 per cent. were required to memorize prose or poetry selections in the elementary school. They unanimously favored the memorizing of selections. Their favorites were as follows: Longfellow, 386; Lowell, 84; Shakespeare, 73; Bryant, 65; Wordsworth, 57; Tennyson, 55; Whittier, 52; Scott, 37; Leigh Hunt, 36; Thomas Grey, 24; Holmes, 21; Shelley, 16; Walt Whitman, 16; Milton, 14. Below ten were Browning, Hemans, Emerson, Addison, Byron, and Eugene Field.

The following were favorite poems: "Children's Hour," "Psalm of Life," "Evangeline," "The Village Blacksmith," "Building of the Ship," "Paul Revere's Ride," "Hiawatha," "Wreck of the Hesperus," "The Arrow and the Song," "The Day is Done," "What is So Rare as a Day in June," "The First Snowfall," "Aladdin," "Thanatopsis," "To a Waterfowl," "The Quality of Mercy," etc.; "Antony's Speech," "Daffodils," "Barefoot Boy," "Barbara Frietchie," "Snowbound," "Charge of the Light Brigade," "Abou Ben Adhem," "Lady of the Lake," "Breathes There the Man," "Elegy in a Country Churchyard," "Chambered Nautilus," "O Captain, My Captain," "On His Blindness."

"Improvements Recommended," which take half the book of 300 pages, are of supreme importance. Many of the suggestions are not only new but pedagogically brilliant.

JOHN A. SEXSON, superintendent, Bisbee, Arizona, has been appointed by Governor Haub a member of the State Board of Education. Mr. Sexson was superintendent, Sterling, Colorado, several years, going there from a Nebraska superintendency. In both states he was prominent in educational and other public affairs. In Arizona his ability has been early recognized in many ways.

DR. JOHN W. CARR, president of the new State Teachers College at Murray, Kentucky, has seen great achievement there in two years culminating in the dedication of an elegant woman's dormitory, costing $260,000. Dr. Carr has played an important part in educational progress in Anderson, Indiana, in Dayton, Ohio, in Bayonne, New Jersey, in the State Department of Kentucky, and now in Murray. He has been a vital factor in the National Education Association. As president of the Department of Superintendence his meeting at Louisville stands out as one of the best in the history of the department.

DR. W. B. BIZZELL, president of the State University of Oklahoma, Norman, is doing noble administrative work in his new position. He came to Oklahoma University from the State Agricultural and Industrial College of Texas, where he rendered notable service. He is a masterful personality with heroic decision and ardent sympathy with students of earnest purpose and human interests. He met promptly one of the most serious emergencies that has arisen in any university in Norman.

JOHN W. WITHERS, dean of School of Education, New York University, has been made dean of the summer school of New York University, a deanship created because of the great enlargement of the summer session, which was attended by students from forty-four states and several foreign countries this year. The moving of the summer school down to Washington Square was a great attraction and when the new three-million education building is erected on the east side of Washington square the attraction will be even greater. Dean Withers is greatly pleased with the enlargement of the School of Education since he came to New York University, as are all friends of the University.

Jottings by the Wayside in China

By L. H. PUTNEY
Boston

Our last letter was written one August day as we were gliding through the placid waters of Japan's Inland Sea; it is now September, and we have trailed the parting summer from the Great Wall of China even to Britain's Gibraltar of the Orient—Hongkong. Would that we could picture the panorama that unfolds itself to us as we sit on the summit of this rocky isle, the "Fragrant Haven" of the Chinese, looking down almost a straight 1,700 feet on the roofs of Victoria town, the Hongkong of our geographies. Such a busy port is this city of more than 600,000 souls that in its harbor in normal times one may count ships by the score, of every kind and description, from the great ocean greyhounds that ply to the four quarters of the globe, to the dirty little toy steamers which connect this entrepôt with Amoy, Swatow, Canton, and Haiphong, the southern gateways to China's hinterland. And so on this fair morning, far removed from the heat, and the noise, and the smells of the big city, we sit watching the dusky chair-bearers—in Hongkong the streets on the Peak are so steep that travel by ricksha is impossible—tugging and sweating under their loads, and muse over the same old question, "What shall we tell the readers of the Journal," this time about China, that sleeping giant apparently about to awaken from its long years of national slumber. The problem is doubly hard because the country is so large and such a conglomeration of opposites that only a fool or an ignoramus would undertake to generalize.

Just how large is China anyway? On our maps it usually extends from Siberia in the north to Turkestan in the west and India and Indo-China in the south. Eliminating from this vast expanse Mongolia, Sinkiang or Eastern Turkestan, and Tibet, over which the Chinese government exercises only the weakest sort of suzerainty, there is left China proper with its twenty-one provinces, an area about equal to that portion of the United States lying east of the Rocky Mountains with enough left over to make another New England. How remote much of this country is may be realized from the fact that the six New England states have a greater railway mileage than all China. For a letter to travel from Shanghai to the capital of Sinkiang requires at least seven weeks and it is moving the greater part of the time—by train, on boats, by couriers, across flood-plains, over mountains, and through deserts. What the population of China actually is no one knows, for no real census has ever been taken. From time to time, however, a count of the households is supposed to be made, and from this an estimate of the population is obtained by allowing a certain number of persons to each household. In this manner it was estimated in 1923 that China had 436,094,853 people, or about four times as many as has our own country. While some parts of China are very densely peopled, especially along the lower reaches of the Yangtze and Yellow rivers and in the province of Kiangsi, which lies between the Grand Canal and the Sea, others farther west are no more so than New Hampshire or Wisconsin. Still taken as a whole, the country has a density of population about seven times that of the United States. To provide food for such a mass of people taxes the nation to the limit, although the Chinese very generally devote themselves to agriculture. Indeed, so small is the margin even in the best of years that the country always has facing it the grim spectre of hunger. Much of the famine resulting from the flooding of the lowlands could be avoided would the Chinese only build proper levees and dig suitable drainage canals. How flat is a large part of the country may be appreciated by learning that in the trip from Tientsin to Nanking, where for three hundred miles the railway parallels the Grand Canal, the sails of the junks appear to rise right out of the grain fields. Still these floods are not without some compensations, for the famine relief workers are now requiring the villagers to earn their doles by road building, with the result that Shantung province is getting some fairly decent highways over which automobile bus lines are actually being operated to a few interior points.

Theoretically China is a republic with a president, and a parliament consisting of two houses like our Congress. The president is elected by Parliament and is assisted in the government of the country by a responsible ministry. At present China has no president, the last one having been compelled to resign by a military coup. Yet the central government seems to go on, supported in a way by both of the rival military chieftains in the North. This will doubtless continue so long as peace rules between them, but meanwhile the farther from the camps of these war lords you go the smaller becomes the respect commanded by the national government.

It would be easy to fill all the space allocated to us with Chinese politics, but we must stop and get to the task cut out for us by Dr. Winship—an educational story. In some respects the educational situation in China is like that in the United States. For one thing, there is no national system of schools such as you find in Japan. Each of the provinces, yea, of the so-called "counties" and districts, is largely a law unto itself. If the governor happens to be a progressive man, as in the province of Shansi, you will find good schools

judged by Chinese standards, but unfortunately there are few such governors. In one respect China is ahead of us, she has a Department of Education with a Minister at its head. Under him is the National Board of Education which exercises a sort of general control over public education. According to the "twenty-third Ordinance," which was promulgated by the Minister of Education on November 1, 1922, the educational system consists of three classes of schools—primary, middle, and collegiate. Primary schools, of which there were said to be 167,076 in 1923 with an enrollment of nearly six million children, are the direct responsibility of the counties and districts. They include six years of work, the first four of which are supposed to be compulsory for all boys of the legal age. As to what this age shall be is left to the provincial authorities. Knowing the relative unimportance attached to girls in China, it is not surprising to learn that a country which only affords educational opportunities to a small fraction of its boys bothers itself little concerning the education of the girls. As a matter of fact, in 1923 only about 368,000 were attending the primary schools. On top of the primary schools come the middle schools, which also include six years of work. They are the special responsibility of the provinces. And finally, to complete the system there are the national and provincial universities with courses varying in duration from four to six years. One unique feature of the Chinese system is the provision made for the so-called "genius" in mapping out the time schedule. Bright boys are not held back by dullards. Another interesting thing is the schools conducted now and then for soldiers, so that when their days of soldiering end they shall not turn bandits. In these schools they are taught useful trades, such as soapmaking, carpentering, bootmaking and tailoring.

While there is much wealth in China the per capita is extremely low. As the primary schools are supported by taxes on land helped out by various supplementary assessments, one of the big problems facing those who seek to extend these schools is to secure the necessary funds. In 1923 the country spent about Mex. $31,000,000 (a Mexican dollar at the present exchange is worth approximately fifty-six cents in our money) for its primary schools. The cost of the middle schools was $6,600,000, and of the colleges (universities and normal schools), $14,000,000. Besides the National University at Peking and Southeastern National University at Nanking, there are several provincial colleges with surprisingly large enrollments.

We are informed that most of the primary and middle schools are poorly housed and equipped. Frequently they are conducted in old temples and yamens, and in time of revolution it is not uncommon to dispossess the students in favor of the soldiers, much as was done in Mexico only a few years ago. On the other hand the colleges are quite pretentious in appearance, though like most things in China, not kept up. One of these institutions actually spends $15,000 a year for library books which the students read eagerly. One noteworthy thing about the reading matter of Chinese, as well as other Oriental students, is its substantial character. While in Tientsin we saw the book orders of several of the colleges in northern China for the fall term, and they would have done credit to Harvard or Yale or any college in the United States; in fact, many of the texts, no doubt, are in use in those schools, too. We were told that the students exert a very powerful influence as to what books they shall study. The teachers apparently find it preferable to yield to the views of the boys than to insist on their own prerogatives.

The two most notable schools in China are the Peking Union Medical College with the associated Rockefeller Hospital representing an investment of over $8,000,000, and said to be the most perfect institution of its kind in the world, and the Tsing Hua College in the suburbs of the capital city. In 1911 the United States remitted to China $10,785,000 of its share of the Boxer Indemnity Fund, and China agreed to use the income from this money in fostering education. This she did by establishing Tsing Hua College. Each year many of its graduates are sent to the United States to continue their studies in American colleges, with the result that over 900 young men have returned home thoroughly impregnated with Western ideas. Since 1914 an annual contingent of girls, chosen from the graduates of the Girls' College in Peking, also has been sent to the United States for study. Besides, a number of the provinces send abroad some of their brightest boys, so that this year probably three hundred young Chinese are at school in America at government expense, to say nothing of those who are sent by their parents. Many of these students return to China for lives of great usefulness, but sometimes so westernized that they find it hard to fit into Chinese society. We were told that the government is about to change the type of students it sends abroad, by selecting only persons who have been out of school for a few years and who have demonstrated by their work that they will make proper use of the education to be obtained in America.

China still employs the apprentice system in its industrial life, much as we did a century or so ago. Every shop and every master workman has one or more boys who are learning the trade. Because these lads are paid no wages Chinese contractors can always underbid foreigners. While we were in Shanghai, small boys, possibly twelve or fourteen years

old, were helping to lay the bricks on an addition to our hotel. So long as this system prevails trade schools and vocational education will be wholly unnecessary in China, but what would be the effect of compulsory education, should it ever really prevail, makes an interesting question to speculate over. It would certainly have far-reaching consequences on the economic life of the nation, for today the part taken by child labor is tremendous.

China's big educational problem is illiteracy, and her thinking young people realize this. Until recently the Chinese written language was so complicated that long years of laborious study were required in order to be able to read. It followed that nearly all educated persons were old men, and here no doubt is an explanation of China's lack of progressiveness. During the World War the country sent many thousand coolies to labor behind the trenches, and out of the educational work done among them has come the so-called Mass Education Movement, which bids fair to be the biggest educational undertaking of history. The Mass Education Movement has set for its goal nothing less than the elimination of illiteracy throughout China by teaching a hundred million adolescents (twelve to twenty-four years of age) to read during the next ten years. This would be wholly impossible had it not been for the "Literary Revolution of 1917," which substituted for the old classical written language the simpler vernacular or Mandarin dialect, the Pai-Hua. That the Chinese are eager for learning is proved by the rapidity with which this Pai-Hua has been accepted as a national language. Today, not only are school books and newspapers being published in it quite generally, but magazines and literary works as well. In order to make it possible for the illiterate masses to learn to read some short cut to the Pai-Hua had to be provided, and this took the form of a foundation vocabulary, consisting of the thousand most frequently occurring characters. It is said that Pai-Hua literature involving over a million characters was checked to determine this foundation vocabulary. For the Mass Education Movement to succeed it was not enough to have a short cut to Pai-Hua, but this must be inexpensive both as to cost and time required for mastery. Four readers using only the thousand foundation characters have been published to sell at three cents (one cent and a half of our money) each. We were informed by the general director of the Movement, a brilliant young Chinaman, educated at Yale University, that each of these readers could be mastered in twenty-four lessons of one hour in duration. Just what must have been accomplished thus far in the campaign may be appreciated slightly from the fact that over two million copies of the readers had been sold up to last spring.

From the beginning it was recognized that if the Mass Education Movement was to succeed, organization was essential. Thus far the campaign has been confined to the cities, but when illiteracy has been eliminated from them, it is proposed to attack the problem in the villages where more than three-fourths of China's millions reside. Here is the way the campaign was waged at Chefoo over in the Shantung peninsula, and this is said to be typical. First, a local committee was formed to raise the money needed for the undertaking and to select teachers and to find teaching centres. Next, 1,500 posters picturing China's illiteracy and 600 proclamations of the city magistrate (an officer corresponding to our mayor) exhorting all illiterates to attend the so-called "People's Schools" were posted in conspicuous places. Finally, the campaign was actually launched by a huge mass meeting preceded by a parade (parades are especially dear to Chinamen) in which over 15,000 persons took part, carrying lanterns and banners. Many teams of middle school boys and girls canvassed systematically the shops and homes of the city, enrolling in two afternoons over 2,100 illiterate students who ranged in age from seven to sixty-seven years. Meanwhile a teaching staff of one hundred men and women had been enlisted, all of whom agreed to teach one hour a day for four months. Their only compensation was Mex. $4 a month to pay for rickshas to take them to and from the schools. Most of the classes were held at night in all sorts of buildings—primary schools, temples, guild halls, churches, yamens, residences, etc. On August 1, 1923, the first commencement was held and 1,147 diplomas were presented to that number of men, women, boys and girls, who had completed the course and learned to read. Since then it is claimed that over three thousand others have received diplomas, and the campaign to make Chefoo wholly literate still goes on. Sometimes the People's Schools are small, but more often they have from two hundred to five hundred pupils like those we saw in north China. When consisting of only about twenty pupils textbooks and slates are used, but when very large the lessons are thrown on a screen by means of a stereopticon. In these larger schools the pupils are seated in small groups or classes, each with a leader who explains the lesson to his particular group and then selects students to answer the questions propounded by the presiding teacher. This in brief is the story of what its proponents are pleased to call "China's Educational Movement of the People, by the People, and for the People." When one realizes the tremendous possibilities of this movement on civilization it is hard to understand the almost total indifference of the foreign language press and the foreign residents generally toward the undertaking.

Book Table

THE ANDREW LANG READERS. Blue Series. Eight readers for the Second and Third Grades. Green Series. Eight readers for Third, Fourth and Fifth Grades. All books with a colored frontispiece and many illustrations in black and white. New York, Chicago, Boston, Toronto: Longmans, Green Company.

We have often said that school readers must develop wholly new lines of material, that in each grade there must be vastly more reading material, and the Andrew Lang publishers meet both of these demands. For each of the Second and Third Grades there are four books, and for the Third, Fourth and Fifth Grades as a whole eight more books.

In the Blue Series there are sixty-eight stories based on the Tales in the Fairy Books edited by Andrew Lang.

In the Green Series there are 121 stories based on the Tales in the Fairy Books edited by Andrew Lang.

Fairy Tales appeal to the imagination in a brilliant way. Everywhere the demand is for the development of an appeal to the imagination. The feeling is keen that we are too materialistic, the schools stress appeals to material affairs of life rather than the spiritual.

These "Tales" are all idealistic, magnify the inspirational and spiritual. Children who read these books will have 189 thrilling appeals through the imagination to the best of life influences. Each of the stories is graded to appeal to the age and associations of the children who read it.

There has never been any attempt to accomplish in character education what is brilliantly done by the Andrew Lang Readers. While there are the richest of the traditional fairy tales there are the latest masterpieces.

No other author in America or Great Britain is comparable to Andrew Lang as an authority or an inspiration in promoting high moral imaginational functioning. He began the publication of books of this kind as early as 1882 when he issued "Custom and Myth." Since then he has issued "Myth, Ritual and Religion," "Gold of Fairnilee," "Blue Fairy Tale Book," "Red Fairy Tale Book," "Green Fairy Tale Book," "My Own Fairy Book," "The Pink Fairy Tale Book," and "Olive Fairy Tale Book."

Longmans, Green Company are rendering America inestimable service in gathering from all the famous works of Andrew Lang these stories which will do so much toward the development of a high character morale in the schools.

ESKIMO LEGENDS. By Roy J. Snell, with illustrations by Florence J. Hooper. Cloth. Boston: Little, Brown and Company.

The recent efforts of aviators to study all features of the Far North, the exploits of Alaskans, and above all else the appearance in many cities of the United States of Eskimo teams of dogs which have been driven from Eskimo lands to Chicago, New York and other cities and the raising of Eskimo dogs for sale in Tamworth, New Hampshire, and elsewhere have combined to create an intense interest in the North Land. In Central Park, New York City, there is a "Statue of Balto," the most famous dog in the world, who was instrumental in saving many lives during the recent epidemic of influenza in Alaska. Balto carried serum to Alaska in record-breaking time. This statue more than all else arouses interest in Eskimo land.

It is most timely to have as a supplementary school reader for little folk these eighteen stories of boys and men who traditionally did most wonderful things to the earth. No stories are more fascinating, and they were never quite as captivating for children as now.

THE CHILDREN'S OWN BOOK. By Elizabeth Hall, assistant superintendent, Minneapolis, and Blanche A. Allen, Jean Baillie, Clara S. Crockett, and Gertrude O. Terrill, primary teachers of Minneapolis, with the children's own illustrations. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

Here is something new and fascinatingly new. It is a book for little people, a book such as was never made before, a book that will never be made again, and its ingenuity is no greater than its masterfulness. Miss Hall is one of the most resourceful supervisors in the country, and this has made it possible for a group of primary teachers to provide material wholly original and elaborately illustrated by the children. It is real enterprise for the publishers to reproduce these illustrations in a most attractive way so that children who read these lessons will realize that they can make similar pictures themselves. This is an entirely new angle for a school reader.

RED DAWN (Aurora Roja). By Pío Baroja. Translated from the Spanish by Isaac Goldberg. Cloth. 347 pages. New York: Alfred A. Knopf.

John Dos Passos calls the trilogy of Spanish novels of which this book is the final volume "one of the most interesting things published in Europe in the last decade." The title of the series, "The Struggle for Life," indicates somewhat the nature of the theme—a description of the life of the lower classes in Madrid that deserves to rank with the great rogue novels which made Spanish literature famous throughout Europe three centuries ago. The previous volumes, also translated by Dr. Goldberg, are "The Quest" (La Busca) and "Weeds" (Mala Hierba), both published by Mr. Knopf. Unquestionably Baroja is one of the strongest novelists now writing in the Old World. Mr. Goldberg, who has rendered noteworthy services not only to Spanish, but to Italian, Portuguese, Russian, Yiddish, and German literature in the last ten years, has given us an accurate, if not a brilliant translation, one worthy to rank with the German, French, and Italian translations of Baroja. Other books from the pen of Baroja available in English translation for American readers, in addition to those mentioned, are "Caesar or Nothing," "The City of the Discreet," and "Youth and Egolatry." It is to be hoped that publisher and translator will be encouraged by the reception given this volume and its predecessors to continue the worthwhile work upon which they have been engaged. We can stand many more such bits of real literature.

HISTORICAL FRENCH READER: MEDIEVAL PERIOD. Edited by Paul Studer, Taylorian Professor of Romance Languages, and E. G. R. Waters, Taylorian lecturer in French, Oxford University. Cloth. xii+469 pages. New York: Oxford University Press, American Branch.

No teacher of modern foreign languages can afford to be ignorant of the philology and historical grammar of the language that he teaches. While he may not profit directly by such a knowledge in given cases, indirectly he will find an acquaintance with the history of the language a constant help and inspiration. This is the chief justification for the study of philology by college students who intend to enter the modern language field and it is especially true of prospective teachers of French. Because of its Latin background, because of its close relationship with the development of English, and because of its im-

portance in general linguistics, the study of Old French should be more general than it is at present, particularly in view of the excellent textbook materials now available, to which Messrs. Studer and Waters have made such a noteworthy addition in this splendid new historical French reader.

The present volume contains some 65 distinct extracts from Vulgar Latin and Old French works, grouped under the following heads: Vulgar Latin, The Oldest French Monuments, Standard French Before 1400, Old French Dialects, and The Fifteenth Century. All the important types are represented—the early glosses, the Oaths of Strasbourg, lives of saints, the Chanson de Roland, the court epics, Marie de France, the courtly lyric, the chronicles, the earliest dramatic pieces, the fabliau, etc. The section devoted to Old French dialects presents specimens of Central French, of Picard, of Champenois, of Norman, etc. In the group of 15th century writers we find Alain Chartier, Commines, and François Villon, not to mention the farce of "Maistre Pierre Pathelin." The editors have provided critical and bibliographical notes to each extract, and have included selected variant readings in the footnotes. About 120 pages of the book are devoted to a full and accurate glossary. Mechanically the work is up to the Oxford standard.

Teachers of Old French and students of Romance and of English philology owe the editors a debt of gratitude for bringing within convenient compass and accessible form so much material of interest and value.

JACINTO BENAVENTE. Estudio Literario. By Federico de Onís, professor of Spanish Literature, Columbia University. Paper. 74 pages. New York: Instituto de las Españas.

Professor de Onis came to Columbia from the University of Salamanca, in Spain—one of the four great mediaeval universities (Paris, Oxford, Bologna, Salamanca) Salamanca is still producing great scholars, and Dr. de Onís, in the comparatively few years that he has been with us, has come to occupy an enviable place in the affections of the American literary world. This little book from his pen is one of the publications of the Instituto de las Españas, established under the auspices of the Institute for International Education and the American Association of Teachers of Spanish. It is a much-needed interpretation of the outstanding contemporary Spanish dramatist who recently was awarded the Nobel Prize for Literature. Author of nearly one hundred plays, ranging from delightful children's plays to stark tragedies, and like Shakspere and Molière a master of dramatic technique as a result of his own experience on the stage, Benavente is one of the most significant figures of world drama. Professor de Onís has given us in terse, limpid Spanish a keen analysis of the man and his work that says more in its brief thirty pages than many writers can do in a large volume. A list of Benavente's plays and an interesting bibliography of books and articles dealing with Benavente add to the usefulness of the book. Following de Onís's sketch comes a description of the welcome given to the distinguished playwright on the occasion of his visit to this country last year. All students of Spanish literature and such students of the drama as can read Spanish will wish to have this authoritative and attractive critique of Benavente.

THREE PLAYS OF THE ARGENTINE. Translated from the Spanish by Jacob S. Fassett, Jr. Edited, with an introduction, by Edward Hale Bierstadt. Cloth. xlii+148 pages. Price, $2.00. New York: Duffield and Company.

We have heard so much of the commercial and political life of South America that it is refreshing occasionally to learn something new about its cultural life. The vogue that Spanish-American poetry has had in France and Spain has not yet reached America, but we have had encouraging signs of an interest here in the Spanish-American novel, as seen in the translations of Isaacs's "Maria," Marmol's "Amalia," and Gálvez's "Nacha Regules"; in literary criticism and the essay, as seen in Ambassador Stimson's translation of Rodo's "Ariel," and in Goldberg's "Studies in Spanish-American Literature"; and now in the Spanish-American drama.

The present volume introduces the American public to the "gaucho drama" of the Argentine—dealing with the life of the Argentine "gauchos" or plainsmen. As Mr. Bierstadt says, it is folk-drama in the best sense. The three plays included are: "Juan Moreira," by Silverio Manco, "Santos Vega," by Luis Bayón Herrera, and "The Witches' Mountain," by Julio Sánchez Gardel. Mr. Fassett has done his work as translator with accuracy and imagination. Mr. Bierstadt has prefixed a notable essay of more than thirty pages on the drama of the Argentine. The appendices contain excerpts from Professor Coester's excellent "Literary History of Spanish America"; an essay by Jacinto Benavente, the foremost Spanish playwright, on "The National Drama of the Argentine"; the words of certain "gaucho" songs; and directions for obtaining American phonograph records of the music for the songs.

The book is a contribution not only to increase knowledge of Spanish-American culture, but to better relations generally between the two parts of the Western Hemisphere.

Books Received

"The Psychology of Elementary Education." By A. S. Edwards.—"Everyday Algebra." By Harry C. Barber. Boston: Houghton Mifflin Company.

"Voyages of Sir Francis Drake and Sir Humphrey Gilbert." By Richard Hakluyt.—"The Book of the Happy Warrior." By Henry Newbolt. New York: Longmans, Green and Company.

"Teaching Science in the Schools." By Elliot Rowland Dowling. Chicago: The University of Chicago Press.

"American History." By Henry Eldridge Bourne and Elbert Jay Benton. New York: D. C. Heath and Company.

"A Guide to the Study of Woodworking." By Paul V. Wooley. Peoria: The Manual Arts Press."

"School and Home." By Angelo Patri. New York: D. Appleton & Company

"Elementary Psychology." By Arthur I. Gates.—"Oceania." By James Franklin Chamberlain and Arthur Henry Chamberlain.—"Elementary Algebra." By Arthur Schultze and Revised by William E. Breckenridge.—"Elementary and Intermediate Algebra." By Arthur Schultze and Revised by William E. Breckenridge.—"Beginners' Geometry." By Rolland R. Smith. New York: The Macmillan Company.

"The Principles of Argumentation." By George Pierce Baker and Henry Barrett Huntington.—"General High School Mathematics." Book One. By David Eugene Smith and John Albert Foberg and William David Reeve.—"Literary Contrasts." By C. Alphonso Smith.—"America's Message." By Will C. Wood and Alice Cecilia Cooper and Frederick A. Rice.—"Exercises in Bookkeeping and Business Problems." Part III. By Harold E. Cowan and Harold W. Loker. Boston: Ginn and Company.

"Geography of the United States and Canada." By Harlan H. Barrows and Edith Putnam Parker.—"Europe." A Geographical Reader by Vinnie B. Clark. New York: Silver, Burdett and Company.

"Stone's Silent Reading." Books One, Two, Three. By Clarence R. Stone.—"An Introduction to the Study of Education." By Ellwood P. Cubberley. Boston: Houghton Mifflin Company.

"A Manual for Hand Woodworking." By DeWitt Hunt.—"Myths and Legends of Greece and Rome." By Cora E. Miley. Oklahoma City: Harlow Publishing Company.

"The Grip Fast History Books." Book Four. By F. A. Forbes. New York: Longmans, Green and Company.

"Ovid's Metamorphoses." Notes, introduction, and vocabulary by Arthur W. Roberts and John C. Rolfe. New York: Charles Scribner's Sons.

"How to Teach General Science." By J. O. Frank. Oshkosh: Castle-Pierce Press.

"As You Like It." By William Shakespeare. New York: Charles E. Merrill Company.

"Oujee the Wizard." By Homer B. Hulbert. Springfield: Milton Bradley Company.

"The Rise of Non-Resident Government in Harvard University: How Harvard Is Governed." By John E. Kirkpatrick. Ann Arbor, Michigan: The George Wales Company.

TREND OF THE TIMES

Polygamy in Turkey May Soon Be Prohibited

Under the modernized Civil Code which is to be introduced in the Turkish National Assembly soon, polygamy, as well as divorce by the mere fiat of the husband, will be ended in Turkey. The code is a modified form of the Swiss Civil Code and contains 1,800 articles. Its drafters have avoided archaisms and have used the phraseology current in Turkey today. The code lays down that if one of the contracting parties to a marriage is already married the second ceremony is null. Civil marriage is made obligatory, and a religious wedding voluntary. Divorce will be possible only by the decision of a court of law. Grounds for divorce include "serious incompatibility."

Youths Admit Plot To Kill Stresemann

Ten days after the arrest of two youthful would-be assassins of Foreign Minister Stresemann of Germany, it was revealed that their confessions laid bare a carefully arranged plot to kill the foreign minister because he was a menace to the German monarchistic movement. How the murder was to have been carried out was not disclosed. It is known, however, that the two young would-be murderers had planned to disguise themselves and to escape by auto and plane.

Huge Power Project for Tennessee Valley

A projected development of at least 4,000,000 horsepower above Muscle Shoals by the building of 100 dams on the Tennessee River and its tributaries, conserving the high annual rainfall in the Southern Appalachian Mountains, was announced by Major Harold C. Fiske, chief of the Tennessee Valley power survey. The Tennessee Valley development will be much greater than is possible on the American side of Niagara. Colonel Hugh L. Cooper, chief engineer of the Wilson Dam at Muscle Shoals, said that twenty per cent. of the potential hydroelectrical power of the United States was contained in the Tennessee Valley. It is predicted that the Tennessee Valley will develop into one of the nation's leading industrial regions. The area possesses vast quantities of raw materials. Power dams on the main stream of the Tennessee River above Muscle Shoals will furnish nine-foot draft for navigation from Knoxville to the Ohio River and thence to Pittsburgh, St. Louis and New Orleans. The upper reaches of the Tennessee, it is believed, will be the future American Ruhr.

Louvain's Library Fund Completed

The American fund of $1,000,000 to rebuild the historic Library of Louvain University in Belgium, which was pillaged and burned in the World War, was announced as completed by Herbert Hoover, Secretary of Commerce, and Dr. Nicholas Murray Butler, president of Columbia University. The close of the drive was marked by an additional gift of $382,500 by the Commission for Relief in Belgium Educational Foundation, of which Mr. Hoover is president, bringing the commission's total to $432,500. The grand total now assured, it was said, would not only restore the library, but also provide a trust of $125,000 for its support. The million-dollar fund as a whole, the joint announcement of Secretary Hoover and Dr. Butler said, represents small donations from more than a half million school children, teachers, students, police, alumni associations, women's clubs and a vast number of individuals.

Waterloo Bridge To Be Torn Down

The London County Council has voted to pull down the Waterloo Bridge, known as the "noblest bridge in the world," and to build a new one. Architectural bodies in the United States, Sweden, France and elsewhere made appeals for its preservation. Waterloo Bridge, which was designed by Rennie, was opened in 1817. One pier sagged last year and a temporary steel structure was erected pending a decision on the fate of the old bridge. The only hope for preservation is by Parliamentary intervention. Plans for the new span call for five arches instead of the present nine and for width sufficient to permit six lines of traffic.

Chapman Again Ordered Hanged

The petition of Gerald Chapman for a writ of habeas corpus for his return to the Atlanta Penitentiary to serve the remainder of his twenty-five year federal sentence for mail robbery before he is hanged for murder by the State of Connecticut, was denied in a decision by Federal Judge Edwin S. Thomas in Hartford, Conn. Chapman is remanded to the Connecticut State Prison to be hanged as decreed by the Superior Court at Hartford. Two reprieves have been granted by Governor Trumbull and the date of Chapman's hanging is now set for March 3, 1926. Chapman's chief counsel announced that an appeal will be taken.

Workers' Pensions Total Millions

American industry spent more than $30,000,000 for employees' pensions during the last year, according to an estimate based on a study of industrial pension plans now in effect, made public by the National Industrial Conference Board. The survey included both railroad and public utility corporations. The report details 248 formal pension plans, conducted by 245 companies, embracing 2,815,512 employees, and 148 informal plans operated on an individual merit basis. The board found the proportion of men to women pensioners was about three to one. Only twenty-eight of the 248 firms operating a formal pension plan were found to have asked employees for contributions to pensions.

Canada Receives Fewer Immigrants

European and Oriental races sent 45,887 immigrants to Canada during the six months ended September 30. In addition 11,199 came in from the United States, making a total of 57,086 for the period. The total figures show a reduction of about 20,000 over the figures for the corresponding period of the previous year. In presenting its statement the Department of Immigration said that 18,282 Canadians returned from the United States during the period under review.

Don Quixote Statue to Be Erected in Spain

The fames and fortunes of Don Quixote de la Mancha, Knight, hero of Cervantes' masterpiece, are to be perpetuated in a giant monument to be built on the plains of El Toboso, birthplace of his beloved Dulcines. The mayor of Toledo, Spain, heads a committee of leading Cervantes scholars, who will collect the necessary funds, estimated to be 40,000,000 pesetas, or about $6,000,000. The plans call for a giant statue of Don Quixote, astride his steed Rosinante, and Sancho Panza, his squire. The monument will be twenty times life size, to symbolize the twenty Spanish-speaking countries of the world. The memorial will be completed in about seven years.

Cheated Out of Billion Yearly

Despite enactment in many states of blue sky laws for its protection, the American public will have paid $1,000,000,000 in 1925 to operators of fraudulent stock schemes, promoters of sandy oil wells and financial wizards of the Ponzi type. The cost of credulity in 1924 was well over the billion-dollar mark, and a report published by the better business bureau of New York indicates the still flourishing cult of gold brick artists may well claim another "normal" year. Progress has been made, the bureau notes, toward safeguarding the inexperienced investor, but the most optimistic observer does not foresee legislation which will block entirely the game of the sharper.

Rubber Production Reviving in Amazon Area

Special investigators, who have been looking into the possibilities of production of essential raw materials needed for American industry, have reported to Secretary Hoover on the rubber production in the Amazon valley of South America. The report states that there are 300,000,000 rubber bearing trees in the Amazon country, but that most of them were allowed to fall back into neglect when the plantation rubber lowered prices. The rubber trees grow wild and their sap is collected by tapping. The product became more expensive in comparison with the plantation method, and being unable to meet the competition the Amazon rubber groves were abandoned several years ago. Due to the present high prices of crude rubber, improved labor conditions, and a great stimulus shown in the production, a large expansion in the output of Amazon crude rubber is expected this year.

Skyscraper Garage For New York City

A skyscraper garage, to be the second largest in the world, will be erected on Thirty-ninth street, near Eighth avenue, in New York City by a syndicate headed by R. T. Lipscombe. The garage will be known as Motor Inn, and will be fifteen stories high with an area of 15,000 square feet for each floor. It will have a battery of at least four elevators with padded ramps to the fourth floor, which will make it possible to empty the structure in less than an hour, even if completely filled. A feature will be a bond arrangement covering damage to a car while in the garage. The Motor Inn will be second only to the Eighth avenue garage in St. Louis, which, with a capacity of 2,000 cars, is said to be the largest in the world.

Vast Development of Water Power in U. S.

The last five years have witnessed the greatest water power development in the United States, according to the annual report of the Federal Power Commission. In the five-year period ending June 30, 1925, the Federal Power Commission has received 524 applications for power development and 100 applications for transmission lines. The applications for power projects will involve, when built, an aggregate estimated installation of 24,000,000 horse power. The construction in the near future represents more than twice the water horse power in operation when the Federal Water Power Act was passed in 1920, said the commission.

U. S. Army Has Prosperous Laundry

The army made more than half a million dollars during the last fiscal year in the operation of laundry and dry-cleaning plants for officers and enlisted men, Major General William H. Hart, Army Quartermaster General, said in his annual report to the Secretary of War. The Quartermaster General also reported that forty-one bodies were returned from France during the year, bringing the total to 46,300. The number of identifications of bodies, including recoveries from isolated graves, was 229 for the year.

Vanderbilt House Shown to Public

For the first time in the almost half century of its existence, the doors of the W. K. Vanderbilt mansion at Fifth avenue and Fifty-second street, New York, have been thrown wide open to the public. Thousands of persons who have often wondered what the inside of the magnificent structure looked like took advantage of the opportunity to see for themselves. The building is to be torn down and a twenty-story office building erected on the site. The house was designed by Richard Morris Hunt, famous American architect, and was built in 1883. The lines of a chateau at Chenonceaux were closely followed. The principal beauties left intact for the public were the fine wood carvings by Karl Bitter, murals by Edwin Blashfield, natural oak carved panelings, the great staircase of Caen stone with carved balustrade and pillars, the dining hall, two stories in height and paneled in oak, the great Caen stone fireplace and the famous bathtub carved from a solid block of Italian marble.

American Cities Make Kings Look Like Misers

The modern kings of democracy, the American voters, spend for their public improvements sums vastly larger than the kings of old lavished on their show places, public and private. Louis XIV of France spent a sum estimated at $100,000,000 on Versailles. Five mid-western cities have announced plans for public improvements in the next decade alone which total almost $1,000,000,000, or one dollar for every ten cents of the French King. The five cities with definitely announced improvement plans for the coming decade are: Detroit, $383,000,000; Chicago, $350,000,000; Cleveland, Kansas City, $40,000,000 each; St. Louis, $85,000,000. Detroit's ten-year plan promises $61,000,000 in new schools and equipment.

The most disastrous earthquake on record occurred in China in 1566 when 830,000 persons were killed.

Beauty Shops Open in Chinatown

For the first time, the beauty shop has invaded Chinatown of San Francisco. Two such shops are doing a flourishing business. The operators are Chinese girls, graduates of hairdressing and manicure schools. On the walls hang diplomas informing the customers that they are duly qualified. Most of the patrons are Chinese girls who want the latest bobs and waves. However, an occasional Chinese sheik, with pinch-back coat and twenty-two-inch trouser cuffs, can be seen opposite the manipulator of orange stick, cuticle knife and buffer.

Two women opened a new vocation for their sex by robbing a bank in Renner, South Dakota. They wore men's clothing. Walking coolly into the bank they held up the cashier, grabbed up $500 in silver, and fled in an automobile.

Do You PRACTICE thrift as well as You TEACH it?

Have you really learned to save a certain part of your income every month? And do you put it where it earns 5 3-4 per cent. interest compounded every quarter, as regular savings in this bank have drawn for 27 years past?

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EDUCATION IN ACTION

Stir Student Mind, Aim of Princeton

A statement authorized by President John G. Hibben of Princeton University presenting a diagnosis of the nation's educational needs and outlining Princeton's educational program, has been made public. Emphasis is laid upon intellectual development of the university rather than material expansion, while the individual training of selected applicants for admission is stressed as opposed to wholesale dissemination of information. The statement said in part that the lecture method of wholesale dissemination of information with recitations and examinations must be replaced by a system of training which calls on the student to do his own intellectual assimilation under experienced guidance, to accept nothing that has not been subjected to analysis on his part, to contribute mental activity of his own rather than merely to assume an attitude of receptive acquiescence toward the mental activity of his teacher.

Tobacco Users Studied by College

A careful study of smoking among men students at Antioch College, Yellow Springs, O., does not disclose any permanent effects of smoking upon blood pressure, lung capacity, or pulse rate; but a definite relationship is established between smoking and low scholarship, according to the college bulletin, "Antioch Notes." Among men students, 31.8 per cent. of non-smokers fail to maintain required grades, while 62.3 per cent. of heavy smokers similarly fail. "Inhalers" fail most often. Before this study began, the more susceptible smokers had been eliminated, since many more smokers than non-smokers had failed and been dropped from college.

Texas Commission Deletes Evolution

All reference to evolution has been eliminated by the Texas Textbook Commission appointed by Governor Miriam A. Ferguson from a textbook on biology to be used in Texas. One of the passages deleted states: "With an egotism which is entirely unwarranted, we are accustomed to speak of 'man and animals' whereas we ought to say 'man and other animals,' for certainly man is an animal just as truly as the beast of the field"

Students Attack Dr. Little's Plans

Resolutions characterizing the plans of Dr. Clarence C. Little, president of the University of Michigan, to enforce prohibition on the university campus as "unjustifiable and unreasonable" were passed at a meeting of four hundred men students. President Little asked the heads of all fraternities on the campus to adopt one of three plans he submitted for supervision of fraternity houses to prevent violation of the Eighteenth Amendment and to make the selection before school closed for the Christmas holidays. Resolutions also were passed expressing confidence in the administration of the president.

Mexico to Build New Rural Schools

The department of public instruction in Mexico promised 500 new rural schools this year and nearly 1,000 have been established, according to a Mexican rural inspector. The minister of education promises 1,000 more rural schools next year. Rural illiteracy was reduced fifteen per cent. and illiteracy was practically wiped out of the army, where attendance at army schools was compulsory. Education of the Indians proved a success in 1925, due to teaching the Indians to improve their native arts and trades, while regular school work was introduced as a subsidiary.

Labor Library at Wisconsin

A documentary library of the labor movement in America which has already cost nearly $50,000 and which will be of extraordinary historical interest to future generations, has been developed at the University of Wisconsin during the past twenty years. It contains the proceedings of labor union meetings, trade agreements, and other literature, including the documents of the most radical labor groups. No other library in the United States has as complete a collection of labor documents prior to 1880 and, perhaps, no other library except that of the United States Department of Labor has so complete a collection of documents which came into existence after 1880. Already much of the material has been given to the world in the 11-volume Documentary History of American Industrial Society and the 2-volume History of American Labor, both works compiled by Professor John R. Commons, University of Wisconsin economist, and others. A special librarian has been employed since 1924 to collect and catalog contemporary documents.

Girls' Parents Oppose Smoking

Parents of girls attending the college of practical arts and letters of Boston University are overwhelmingly against changing the no-smoking rule at the college, according to first returns on a mailed questionnaire. Two hundred answers had been received from a total of 700 questionnaires, and all of the 200 answers were for "no smoking." The query as to whether they approved of the smoking taboo was sent by mail to the parents or guardians of all the girls in the college, but Dean T. Lawrence Davis explained that, no matter what the result, the rule would not be changed. The girls will not be allowed to smoke so long as he remains dean of the institution, he said. The query, therefore, was merely to ascertain whether the parents are back of the dean in this attitude.

Report on Character Education

At the recent meeting of the Delaware State Committee on Character Education, which met in Wilmington, there were present State Superintendent H. V. Holloway, Superintendent David A. Ward (Wilmington), State Supervisor C. A. Afflerbach, teachers Mrs. Francis McCoy and Mrs. Katie B. Handy, George B. Miller (business man) and Milton Fairchild (Character Education Institution). Six advices for high schools were adopted unanimously: (1) Brevard and Squires Morality Codes, (2) Ethics of Work, (3) Scientific Method, (4) Non-graduation of students of unsatisfactory character, (5) character charts for seniors, (6) a course in personal rights and obligations. Very favorable reports were received from Delaware teachers experimenting with the Five Point Plan. It was voted unanimously to change point five from "Reports to Parents" to "Character Reports as School Records." These will go to the principal and consultation between parents, the teachers and the principal will be arranged when advisable. This change relieves the teacher from personal conflict with parents who resent criticism of their children.

Italy Aims to Protect Children

Protection of children is the aim of a measure approved recently by the Italian Chamber of Deputies. Under its terms no child under fifteen years will be allowed to act in motion pictures and no child under sixteen years will be permitted to do acrobatic turns in theatres or other places where admission is charged. No child is to be permitted to have alcoholic drinks, not even wine, or to use tobacco while at school or college, and the bill provides also that children may see motion picture films only when the pictures have been expressly approved.

Turk Student's Prank Reacts Against Class

The entire senior class of a high school for boys in Stamboul has been expelled because a precocious student placed a thumb tack, point upward, on the chair of the tutor and none of the youths would identify the guilty person, according to information from Constantinople. Instead of the customary and expected reaction, the young Turk students saw their instructor give a quick look of astonishment about the classroom, and then, with the stoicism and dignity of the Oriental, sit without flinching throughout the session. When the incident was reported to Bessin Bey, director of the school, he demanded the identity of the culprit. Nobody spoke. Then the entire class of forty-three was expelled.

University of Future Seen in Big City

The great American university of the future is likely to develop in a large city, Dean Herbert E. Hawkes of Columbia University said in an address at the twelfth annual Amherst Alumni Council at Amherst, Mass. To support his theory he cited a report by President Raymond M. Hughes of Miami University assigning a rating to various universities on the basis of scholarly work in twenty departments of study. In eleven of the twenty departments Chicago, Columbia and Harvard were rated first, second and third. The significance of this result, said Dean Hawkes, is that the three institutions mentioned are in three of the greatest centres of population in the United States, Chicago, New York and Boston.

Heavy Enrollment in California Schools

School enrollment figures made public by Will C. Wood, California state superintendent of public instruction, show that more than one-fourth of the total population of California is enrolled in its public school system. For the school year 1924-25 the total was 1,118,830 as against 1,055,752 for the previous year, or an increase of more than 60,000 pupils.

Ecuador Seeks U. S. Expert

The government of Ecuador is seeking the services of Professor E. W. Kemmerer of Princeton University to supervise reorganization of the country's finances.

Students Vote Ban on Improper Dancing

The senior class of the Bangor, Me., High School recently went on record as abjuring "improper dancing and petting parties." The resolution was drawn up by the girls of the class and later was concurred in by the boys, although there was some objection from the youths, who held that it was not a proper subject to be brought into a meeting of high school students, adding that some of those who voted for the motion would not stand by their pledges.

National Education Achievement Scales

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Assistant Superintendent of Schools
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A New Scientific Spelling Scale Based on Thorough Research with Reliable Standardized Norms Giving Spelling Ages from Eleven Years (11-0) to Sixteen Years Six Months (16-6). Published in Six Tests of Equal Difficulty.

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Harvard Fund to Function Shortly

The Harvard Fund, sponsored by a Harvard Fund Council organized in 1919, has just been perfected and will begin to function soon. The fund is not supported by campaigns, but is intended as a permanent medium through which graduates may make annual contributions to the university, to be used at the discretion of the president and fellows. Howard Elliott, president of the Northern Pacific Railroad, is head of the Fund Council.

Cool Head Saves Panic

Six hundred girl students of Florida State College for Women, Tallahassee, Fla., narrowly escaped injury when the floor of the gymnasium of the institution, a frame structure, fell eight feet during a "pep" meeting. Mildred Bruce, of Orlando, by rapping on the piano during the excitement maintained order during the disturbance, and thus enabled students to file out calmly.

Now a Course for Prospective Husbands

A course in courtship and marriage for prospective husbands has opened at the Worcester, Mass., Y. M. C. A. It consists of a series of eight lectures and discussions under the direction of Professor H. F. Taylor and Edward Simmons. The purpose of the course is to enlighten men who contemplate matrimony by means of lectures and discussions looking toward the solutions of problems of married life. Members of the class will exchange opinions on the problems facing them, at the round-table discussions following the lectures. Mr. Simmons is the lecturer and Professor Taylor is to conduct the discussions.

Greek Academy Opens Second Season

The Greek Academy of Boston College has opened its second season at the Philomatheia Club near the college. The program this year is to be a study in ancient feminism. After the lecture at each meeting the audience is to be given an opportunity to ask questions. The academy proposes to extend greatly its activities this year. Later, in connection with the Greek Academy of Holy Cross College, it will hold a public exhibition of the works of some Greek authors. The officers of the academy this year are Francis S. Shea, archon, and Victor J. Newton, grapheus.

Social Hygiene Education Asked

Education in social hygiene to offset the diminishing power of religion in preventing immorality, was advocated by Dr. Albert Pfeiffer, director of the social hygiene division of the New York State department of health, in an address before the public health conference held recently in New York City. The slogan, "Science with religion," would suit modern-day purposes better than "Science versus religion," Dr. Pfeiffer said. He asserted that the modern youth movement might be regarded as an extreme reaction against "Mrs. Grundy's Reign of Silence." Health experts of the state and various organizations and universities attended the conference in large numbers.

Wire spokes for bicycle wheels were first introduced in 1869.

A Red Cross nurse in Alaska recently visited distant influenza patients by airplane.

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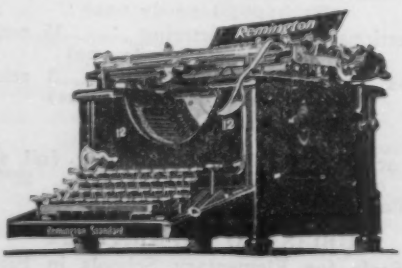

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GRINS BETWEEN GRINDS

As She Is Spoke

English Teacher—"Michael, when I have finished you may repeat what I have said in your own words:—

"See the cow. Isn't she pretty? Can the cow run? Yes, the cow can run. Can she run as fast as a horse? No, she cannot run as fast as the horse."

Michael—"Lamp de cow. Ain't she a beaut? Kin the cow hustle in wid the horse? Naw, de cow ain't in it wid the horse!"

—

"Give a sentence with the word 'dismissal.'"

"'Who threw dismissal?' said the fellow as the rock bounced off his head."—Judge.

—

As We Have Heard Told

Teacher—"And what was Nelson's farewell address?"

Bright Boy—"Heaven, ma'am."

Aha!

An Irishman was telling his friend of a narrow escape in the war. The Irishman said: "The bullet went in me chist and came out me back."

"But," said the friend, "It would have gone through your heart and killed you."

"Me heart was in me mouth at the time," said the Irishman.—Ahlbearfar.

—

Teacher—"What are the four seasons?"

Johnny—"Pepper, salt, vinegar and mustard."—Science and Invention.

—

He Knows Now

Albert came home from school with swollen eye and cut cheek and explained that he had been fighting Tommy Smith.

"You really shouldn't fight with that Smith boy," said his mother.

"I know that, mother. I found it out a minute later after I hit him."—Stray Stories.

Tools for Apples

A city couple on a drive through the country in the late autumn pulled up beside a small orchard and helped themselves to apples in large quantities. Their consciences bothering them somewhat, however, they stopped in front of the farmhouse which adjoined the orchard and called to the farmer who was on the front porch.

"We helped ourselves to your apples," said the woman. "Just thought we'd tell you."

"Oh, that's all right," said the farmer. "I helped myself to your tools when you were in the orchard."—Jester.

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President Fleming

By Asher J. Jacoby

Recently Robert V. Fleming was elected president of the Riggs National Bank of Washington, D. C. He is the youngest bank president that city has ever had, and probably the youngest any other great city has had. He is thirty-five years old.

Mr. Fleming began with the Riggs Bank as a runner when he was eighteen years of age. After going through several of the routine positions he was put at the head of the income tax business. From then on his rise was rapid. In 1913 he was made assistant cashier, in 1920, cashier, and in 1925, president.

Mr. Fleming could not have progressed as rapidly as he did had it not been for outside study—some of it at school and some of it at home. Whenever there was any vacancy ahead he was ready for it. But let Mr. Fleming speak for himself:—

"I had always been fond of athletics. I like games and so I decided to look on business as a game in which the winner must have endurance and the will to play hard, square, and with a smile. I always had a good constitution and so I was able to do more work than most men. I liked my work, so I went at it with a will. I never shirked responsibilities. I always looked for something I could do besides my routine work. I studied nights until three and four o'clock in the morning, getting a background of income tax, federal reserve laws, and such matters so that I could be of greater service. I always tried to keep close to the ground, to keep human and tolerant."

The things which helped Mr. Fleming to rise to such an enviable position will help any young man to rise. His personality and neat appearance, his indefatigable capacity for work, his resolve never to shirk responsibilities but always to do just a little more than is required, his steady, serious program for outside study, and his ability to keep stirring, make an excellent recipe for success.

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A Convention Newspaper

Plans have been made to issue a convention newspaper covering the meeting of the Department of Superintendence in Washington next February. This paper will be issued on Tuesday, Wednesday, and Thursday of convention week. It will give brief summaries of the speeches and the high spots of this all-important educational meeting. The purpose of this newspaper is to provide those who attend the meeting with summaries that may be used for reporting to home school and to provide those who do not attend, with an opportunity to have the facts of the convention, immediately following the meeting, while it is news. To secure copies of this newspaper write W. C. Blakey, 1123 Broadway, New York City.

Single-Track Minds

[Los Angeles Times.]

Roger W. Babson tells of a great burning glass three feet in diameter in a laboratory in Washington. It focuses the sun's rays at a single point in the space of a few feet below. "The single spot is hotter than a blow torch. It will melt through steel plate as easily as a red-hot needle burns through paper." There is no way to measure the heat, for it melts all instruments.

Scatteration is the weakness of brilliancy. One headlight centred on the road does more good in a night than fifty facets of a diamond flashing in every direction for a year.

Focused energies bore through any opposition. Dogs and pigs and folks scatter before a man on the highway who is going somewhere.

He who is traveling the hardest receives the least damage in a collision.

Smattering in culture neutralizes focus. It is difficult for the smatterer to obtain the correct proportions of things or events. A little of everything makes good hash, but poor success.

Scatteration is the dissipation of the jack-of-all-trades.

Too many golf sticks make a high score. A single-track mind may lead to the destination better than a wilderness of switches.

Concentration is the characteristic of a good thinker. "Throw on all the steam you have and focus every energy on the task in hand. Remember that three feet of sunshine concentrated will burn through anything," says Babson.

Meetings to Be Held

DECEMBER

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Association of University Professors, Chicago, Ill. Professor H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.

28-29: American Association of Teachers of Spanish, Columbus, Ohio. William M. Barlow, 302 Stanley avenue, Tompkinsville, New York.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

29-30: American Linguistic Society, Chicago, Illinois. Professor Roland G. Kent, University of Pennsylvania, Philadelphia, Pa.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: The Pennsylvania State Education Association, Scranton, President, Miss Jessie Gray, Philadelphia.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

29-31: Idaho State Teachers' Association at Boise. Lura V. Paine, secretary, county superintendent of schools, Boise.

28-30: Illinois State Teachers' Association, at Springfield. Robert C. Moore, secretary, Carlinville.

29-30: Montana Education Association, at Helena. R. J. Cunningham, secretary, Helena.

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